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ABSTRACT

The Teacher Education Assessment Project completed investigation of secondary teacher preparation programs in December 1970. The purposes of the TEAP were a) to survey the current status of teacher education in Ohio, b) to identify improved approaches and structures for providing such education, and c) to propose new ways for achieving that education. A 323-item Teacher Assessment Survey was developed from authoritative suggestions, 17 dimensions of teacher education, literature, new programs, and current thinking. The sample, composed of 298 respondents including 42 college professors, 115 high school teachers and administrators, and 141 college and high school students, resulted in nearly 28 percent agreement by the three groups. An additional instrument requested college officials to describe facets of their preservice programs including enrollment, requirements, admission and certification procedures. This study offers three proposals for restructuring teacher education in Ohio. The first proposal provides a model for differentiated secondary school instructional staff. The second describes a preservice program designed to prepare a differentiated teaching staff in an individualized, career-oriented, work-study sequence. The final model proposes a statewide system of continuing education. (MJM)

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TEACHER EDUCATION IN OHIO

A SUMMARY OF THE
TEACHER EDUCATION ASSESSMENT PROJECT
PREPARED FOR THE STATE OF OHIO
DEPARTMENT OF EDUCATION BY THE
EDUCATIONAL RESEARCH COUNCIL
OF AMERICA

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INTRODUCTION

Critics of American education have charged that secondary teacher preparation programs are inadequate and that the professional staffing patterns of our public schools are poorly structured. The Educational Research Council of America, in cooperation with the State of Ohio Department of Education, conducted an investigation and found evidence to support these charges.

The investigation, called the Teacher Education Assessment Project (TEAP), was completed in December, 1970. The results revealed that few programs in preservice, or in continuing, or in-service education are appropriate for meeting the demands of new and emerging curricula, staffing patterns, or strategies of teaching and learning.

This summary of the TEAP reviews project procedures, the findings, and the recommendations. Most important, it outlines three proposals for restructuring teacher education in Ohio. The first proposal provides a model for a differentiated secondary school instructional staff. The second model describes a preservice program designed to prepare a differentiated teaching staff in an individualized, career-oriented, work-study sequence. The third model proposes a statewide system of continuing education involving the schools, the State Department of Education, colleges and universities, and other education agencies, organizations, and associations.

PURPOSES

The purposes of the TEAP were (1) to survey the current status of teacher education in Ohio, (2) to identify improved approaches and structures for providing such education, and (3) to propose new ways for achieving that education. These purposes had to be accomplished before planning could begin for restructuring teacher education in Ohio.

PROCEDURES

The first task was to review the current literature and research on teacher education. More than 500 books, periodicals, and articles were reviewed, including the recent teacher education models submitted to the U.S. Office of Education under the 1967 Model Elementary Teacher Education Project. This review helped to avoid unnecessary duplication of effort.

The research revealed many problems and concerns regarding preservice education, continuing education, and differentiated staffing. Excellent suggestions and recommendations which could help resolve or prevent some of these problems were also found.

The problems and concerns focused on seventeen dimensions of teacher education: (1) Purposes and Methods of Preservice Education, (2) Responsibility and Accountability for Preservice Education, (3) Liberal Arts Program, (4) Recruitment, Selection, and Retention, (5) Psychology and Human Development, (6) Cultural Foundations, (7) Professional Standards, Certification, Placement, and Welfare, (8) Planning and Developing Learning Activities, (9) Organizing and Providing for Learning Activities, (10) Evaluating and Improving Learning Activities, (11) Laboratory Experiences, (12) Student Teaching, (13) Internships, (14) Responsibility and Accountability for Continuing Education, (15) Purposes and Methods of Continuing Education, (16) Purposes and Methods of Differentiated Staffing, and (17) Responsibility and Accountability for Differentiated Staffing.

These dimensions constituted the parameters for the conceptual framework for teacher education as used in the TEAP. This framework, derived from literature, authoritative suggestions, new programs, and current thinking, was used to develop the Teacher Education Assessment Survey (TEAS). The 232-item TEAS was designed to assess the status of teacher education in Ohio according to the seventeen parameters and to determine how people felt about certain aspects of those parameters.

Each item was a statement describing some teacher education activity, for example, "The academic discipline, that is the subject someone plans to teach, should be considered the most important ingredient in secondary teach-

er preparation." High school and college students were asked to indicate the extent of their agreement with that statement on a five-point scale. On other forms of the TEAS teachers, administrators, and college professors were asked to respond by indicating if the item was descriptive of a current activity or situation, and if they thought it should be descriptive.

An additional instrument requested college officials to describe certain facets of their institutions' preservice programs, including such items as enrollment, student teaching requirements, admission procedures, and certification procedures. These data were added to information provided by printed college materials such as catalogues and bulletins so that a more complete picture of preservice education in 1970 could be drawn.

A stratified random sample of eight Ohio teacher preparation institutions was selected. The criteria for selection were enrollment, control (public or nonpublic), location (urban or nonurban), and sex (coeducational or noncoeducational). The distribution of institutions in the sample was not significantly different from the distribution of colleges and universities throughout Ohio, and included more than 15 percent of all such accredited schools in the state. Table 1 shows how the distribution of the institutions in the sample compare with the distribution in the state.

Table 2 summarizes the institutional data in the sample. There were 298 respondents to the TEAS, including 42 college professors, 115 high school teachers and administrators, and 141 college and high school students. Respondents from the public high schools were selected from among the student teaching centers connected with the sample institutions.

Electronic data processing was used to calculate adjusted Chi squares and related measures of statistical trends. These analyses helped identify which TEAS items were associated with significant agreement or disagreement—at the .05 level or better—both within and between groups.

The last task was to develop model outlines for secondary teacher education. These models were designed to reflect the results of the review of literature, the analysis of the TEAS, ideas generated by the USOE models, and the thinking of the Project Advisory Panel, its consultants, and of the investigators themselves.

SUMMARY OF THE FINDINGS OF THE TEAS

Nearly 28 percent, or 64, of the items on the TEAS were agreed upon by all three groups as being descriptive of teacher education in Ohio. All respondents were significantly agreed, both within and between groups, that less than half of those descriptive items should be descriptive of Ohio programs in teacher education.

TABLE 1 - Summary of Selected Sample Data Compared with State of Ohio Data

	Enrollment Size[a]		Location[b]		Student Body		Support	
	Large	Small	Urban	Non-Urban	Co-Educational	Non-Co-Educational	Public	Non-Public
State	14	38	22	30	42	10	12	40
Sample	4	4	3	5	7	1	2	6

[a] Large institutions had enrollments exceeding 5,704 students. Small institutions had enrollments lower than that amount, the mean for all Ohio institutions.

[b] Urban institutions were located in or near the metropolitan areas of Akron-Canton, Cincinnati, Cleveland, Dayton, Toledo, and Youngstown.

TABLE 2 – Summary Description of the Sample for the TEAP

Institution	Enrollment[a]	Location[b]	Student Body[c]	Support[d]	Number in Teacher Education[a]	Number Recommended for Certification[a]	Number Bachelor's Degrees[a]
1	713	N	C	P	436	73	150
2	1,065	N	C	P	713	93	245
3	1,900	N	C	P	150	12	350
4	2,700	N	C	P	100	50	500
5	6,069	U	M	P	500	160	600
6	8,900	U	C	P	1,753	195	1,790
7	26,412	N	C	S	5,033	814	3,650
8	52,125	U	C	S	6,523	1,206	8,494

[a]As reported by the institution for the 1969-1970 school year

[b]N = nonurban; U = urban

[c]C = Coeducational; M = Men

[d]P = Private; S = Public (State-supported)

In general, secondary preservice education in the sample institutions:

1. Is not based on a written philosophy developed jointly by students and faculty

2. Stresses a national rather than international perspective

3. Maintains rather than reduces the number of professional education courses

4. Reflects the increasing multiplicity of the teacher role

5. Maintains a balance of professional education, subject field concentration, and liberal arts study

6. Provides liberal arts programs which constitute about half the course work required for the Bachelor's degree

7. Provides liberal arts programs that precede the professional sequence

8. Provides professional sequences according to the needs of the students

9. Provides professional instruction through a variety of methods, but not as a model for future secondary school teaching

10. Moves from vicarious to first-hand experiences

While all these statements are descriptive of current practices, only the last was regarded by all three groups as something that should be happening. No group could agree that practices described in Statements 1, 2, or 6 are desirable. Two of the three groups agreed that each of the other statements described practices that should be continued.

The descriptive items in the Responsibility and Accountability for Preservice Education parameter revealed that professors are usually familiar with the problems, policies, and procedures of local school districts, and that teacher organizations such as the OEA and the AFT hold no primary responsibility for establishing preservice programs.

There was no agreement among groups whether or not these organizations should have such responsibility. The institutions had no regular procedures for keeping preservice programs up to date, even though all groups agreed they should have them.

The liberal arts requirements in preservice education usually included course work in the behavioral, natural, and social sciences, and in the humanities, physical education, and communication skills. Professors, teachers, and students agreed that work in the behavioral sciences and humanities should be required. No group felt that physical education should be required in the liberal arts program; however, all groups agreed that the ability to earn a Bachelor's degree does not mean one can or should be a teacher. All groups felt that students' academic progress should be reviewed regularly, as is the usual practice. The institutions do not require generally either

a record of high academic achievement in college or a demonstrated ability to work with children as criteria for admission to the professional program.

A wide range of learning experiences is provided in the areas of psychology and human growth and development, including general educational psychology, human growth and development, adolescent psychology, and theories of learning. All three groups agreed that most of these experiences should be provided. Professors did not agree on the value of general courses in educational psychology.

Trainees are instructed in contemporary issues in education, in how to decide what is important to teach and what is not, and in existing policies and practices regarding teacher welfare and certification. Professors did not agree that instruction in welfare and certification should be part of preservice education. All three groups felt that placement services are necessary.

Instruction is given in areas relating to planning and developing learning activities, including the principles and practices of secondary education, curriculum development, the use of educational theory, and how to make, select, and use learning materials and equipment. The professors did not agree that instruction in any of these areas should be provided.

Trainees are instructed in organizing and providing for learning activities. Instruction is also given in methods of teaching, providing for the individual differences of children, managing the secondary school classroom, establishing a positive classroom climate, and in organizing class groups for instruction. Except for the latter, all groups agreed that such instruction should be provided. They felt that instruction should be given also in the use of instructional materials centers and in participating as a member of a teaching team. The data did not indicate that such instruction is provided. Instruction in evaluating and reporting student progress is generally provided and was considered desirable by all three groups. Professors said their institutions provide instruction in keeping up with new curriculum methods.

Laboratory experiences, such as classroom observing and brief teaching opportunities, are widely available as part of the preservice program. New forms of laboratory experiences are constantly sought and are considered desirable. Laboratory experiences are not the only means of teaching professional education courses. Professors agreed there ought to be additional ways. Teachers and students were not so sure.

Student teaching assignments are of sufficient duration to allow development of teacher role-assumption rather than just teacher role-playing. On the other hand, the assignments are not of sufficient length to permit development of individual teaching style, a factor considered desirable by all three groups. Student teaching performance is usually a criterion for retention in the preservice program. Generally, student teachers do not obtain—at least not in the way that the groups agreed

they should—experience in urban schools. Admission to internship programs is not dependent upon faculty recommendations. However, all three groups indicated that it should be. It was also found that internships are not designed to replace the undergraduate professional sequence.

Teachers and professors agreed that most of the content in the undergraduate program requires additional study through continuing education programs. All groups felt that the most important outcome of continuing education is what happens in the classroom. Analysis of current practices in continuing education showed that school districts in the sample do not usually: (1) require teachers to give up vacation time for continuing education programs, (2) provide such programs for substitute teachers, or (3) provide paid sabbaticals for study or travel. It was also found that most teachers participate in continuing education for fewer than two weeks a year and that teachers and professors in the sample institutions seldom meet to discuss professional problems.

The availability of training programs in Ohio for auxiliary educational personnel, such as teacher aides, is limited. When these programs are available, they do not generally provide instruction in tutoring students, helping teachers with students who have problems, serving as laboratory assistants, helping teachers with reading programs, or evaluating students.

The respondents indicated that differentiated staffing could (1) provide for more effective use of teacher talent, (2) facilitate flexible scheduling, experimentation and innovation, individualization of instruction, and cooperative planning for curriculum improvement, (3) establish more clearly defined roles for teachers in team teaching situations, and (4) recognize variations of teacher responsibility. These findings suggest that differentiated staffing has more potential advantages than just providing for a differing salary schedule for the instructional personnel. None of the groups had strong negative feelings about the concept of differentiated staffing.

All three groups felt that the State Department of Education, the universities, and the public schools should work together to train paraprofessionals and teacher aides. All agreed that different methods of recruiting and training are needed to provide for a differentiated instructional staff.

SUMMARY OF THE ASSESSMENT OF PRESERVICE EDUCATION AS CONDUCTED BY THE SAMPLE INSTITUTIONS

Preservice programs among the sample institutions tended to be more alike than different. Criteria for admission to the institutions include (1) graduation from a recognized high school with at least fourteen Carnegie units, including three of English, two of a foreign language, two of mathematics, two of natural

science, and two of social science,[1] (2) completion of a standardized test such as the College Entrance Examination Board or the Scholastic Aptitude Test, and (3) a campus visit and interview.

Preservice generally begins with study in the liberal arts. Such study constitutes about 50 percent of the trainee's time, or about two years out of the four required for the Bachelor's degree. It includes about 60 semester hours of course work in the humanities, mathematics, natural science, social science, foreign language, English, and physical education. Church-affiliated institutions provide for additional study in theology or religion. During this period of liberal arts study a faculty advisor helps the trainee select a program and authorizes that selection.

Trainees are evaluated by letter grades which are later converted to numerical grade-point equivalents and entered in a permanent transcript. Trainees enroll in the professional sequence before the end of their sophomore year. Requirements for admission to the program include (1) a review of the transcript, (2) good physical health, (3) good moral character, and (4) an interview. Some institutions further require the satisfactory completion of introductory or "core" courses in education.

About 21 semester hours of course work are required in professional education, including:

Theory and practice of secondary education...	3	Semester	Hours
Cultural foundations	3	"	"
Educational psychology....	6	"	"
Curriculum methods	3	"	"
Student teaching	6	"	"

Theory and practice of secondary education is an introductory course devoted to the functions, purposes, and goals of the American secondary school. The cultural foundations provide instruction in the history, sociology, or philosophy of education. Educational psychology courses attempt to provide knowledge in child growth and development and the learning processes. Curriculum methods courses, such as Biology Teaching Methods or Methods of Foreign Language Instruction seek to provide the skills necessary for conducting classes in a given subject or field.

Student teaching assignments vary in time, place, and depth. They are frequently accompanied by seminars, conferences, and related course work. For example, one institution requires as few as 60 hours of actual teaching and 150 hours of related experiences for a total of 210 hours of student teaching work. Another requires 300 hours of teaching and 380 hours of related work for a total of 680 hours. Most student teaching requirements include 180 actual clock hours of student teaching and 25 hours of related experiences for a total of 205 hours of student teaching work.

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[1] *Effective September 1, 1971, Minimum Standards for Ohio High Schools provide for a minimum of seventeen Carnegie units to be graduated with a high school diploma.*

Before student teaching begins, trainees are required: (1) to complete at least three-fourths of the work in a comprehensive major or two teaching fields, (2) to have at least average grades, (3) to be enrolled in full academic standing in the preservice program, and (4) to complete all prerequisite courses.

Student-teaching performance is evaluated by a college supervisor who confers with the trainee and the cooperating teacher. These evaluations tend to be more subjective than objective. They frequently consist of rating scales and written evaluations regarding the trainee's potential success as a secondary school teacher and a brief description of observed strengths and weaknesses. Remuneration for cooperating teachers is usually in the form of money, normally less than fifty dollars, or as tuition vouchers redeemable at the preparing institutions.

Trainees selecting a single comprehensive area are expected to devote about 60 semester hours of study to that area. If two related fields are chosen, 30 semester hours of study are required in each field. In either case trainees must meet the standards of the Ohio Department of Education for certification.

Recommendation for certification is based upon the satisfactory completion of: (1) requirements for graduation, such as course work, grades, and payment of fees, (2) certification requirements as prescribed by the State, (3) field assignments, including student teaching, and (4) necessary forms for placement. Most institutions require a minimum of one year in residence.

Placement services are handled by a full-time person. This person keeps students informed about available positions by posting notices on a "Placement Office Bulletin Board," or by some other communication. Each trainee completes a placement folder, which is a resumé of his college background, his certification credentials, demographic data, and letters of recommendation attesting to his teaching potential and character.

Some institutions provide neither placement nor certification services. Placement follow-up is considered by most institutions to be desirable, but the administration and implementation of a regular program are difficult. Some institutions attempt to keep track of graduates and get feedback on a biennial basis.

SUMMARY OF MAJOR FINDINGS CONCERNING CONTINUING EDUCATION

Several programs in continuing education were reviewed. These included state projects such as the Right-to-Read Program, university programs such as the Vocational Orientation Program at the University of Toledo and the Triple T Program at Cleveland State University. Local programs in Ohio were also reviewed. The highlights of these programs, views expressed in current thinking and in the literature, and the results of the Teacher Education Assessment Survey were synthesized

to identify factors for improving continuing education.

The need for such improvement is based on two assumptions: (1) that as school curricula continue to change, so will the requisite tasks, functions, duties, responsibilities, and competencies of instructional personnel, and (2) that continuing education programs can bring about improvement in the classroom by changing the behavior of instructional personnel. The evidence suggest that simply making new materials and equipment available to teachers does not guarantee that they can or will be used. Data suggest that teachers' attitudes toward these materials and equipment and toward the students are a more significant factor affecting their behavior in the classroom than are salary incentives, college credits, or negotiation victories. These attitudes may be changed more effectively by planning programs in certain ways. New Skills programs can help teachers gain new knowledge and skills for using learning tools such as educational television (ETV) and computer-assisted instruction (CAI). Refinement programs can help teachers improve, review, or refine earlier knowledge and skills through "brushup" or "refresher" programs. Innovation programs can help teachers develop innovative and alternative ways of applying existing skills in the classroom, such as identifying new ways to use ETV or CAI and curriculum materials laboratories.

Successful programs in continuing education will require the involvement, acceptance, and support of the participants. When planned programs are attended by far fewer persons than are expected, those who do participate may feel foolish or resentful. They are also inclined to believe they have been imposed upon, and this could lead to low morale. Programs in continuing education need to be designed for what teachers regard as their learning needs instead of what administrators or supervisors believe teachers should have.

Successful programs in continuing education tend to have the following characteristics:

1. Involve instructional personnel as the agents rather than as the objects of change.

2. Offer realistic expectations for growth of instructional personnel.

3. Provide early opportunities for teacher involvement for maximum commitment to program goals and objectives.

4. Consist of activities and purposes that are appropriate for accomplishing the goals of the program.

5. Are coordinated and conducted by skilled directors, consultants, and other professional personnel.

6. Make available adequate resources, including human, financial, physical, and material facilities.

7. Provide mechanisms for feedback, evaluation, and revision.

Additional findings on continuing education indicate that cooperative efforts are needed between local, state, regional, and national education agencies. Such cooperation is feasible and can be beneficial to the improvement of continuing education. Cooperation is more likely when continuing education programs are organized as a team effort rather than being offered as commodities on a competitive market.

SUMMARY OF MAJOR FINDINGS CONCERNING DIFFERENTIATED STAFFING

Differentiated staffing patterns were examined in six public school systems: Temple City, California; Gainesville, Florida; Dayton and Evendale, Ohio; Kansas City, Missouri; and Beaverton, Oregon. Two programs funded by the Education Professions Development Act of 1967 were also reviewed: the University of Dayton's Institute in Spanish, and Ohio University's Teacher Aide Program. The highlights of these programs were considered in conjunction with views expressed in current thinking, in the literature, and with the findings of the Teacher Education Assessment Survey. It was found that:

1. Differentiated staffing, as a conceptual approach to instruction, has many potential advantages, including:

   (a) A more meaningful and responsive educational program for children

   (b) The stimulation of new approaches to individualized instruction, team teaching, and other instructional strategies

   (c) Increased effectiveness of teachers by helping them capitalize on their unique skills and capabilities in working with children

   (d) Enhancement of the status of teachers by recognizing the scope of their responsibility and competencies through differentiated salaries

   (e) Encouragement of closer interaction among teachers and between teachers and students

   (f) A setting in which instructional personnel can complement each other

   (g) The availability of a variety of career patterns for people concerned about the education of children

(h) A range of ways to utilize community and school talent and resources

2. Differentiated staffing, as a practical approach to school organization and administration, has been seen to create several potential problems, including:

   (a) A demoralized teaching staff

   (b) A continuing source of frustration for professional and paraprofessional educational personnel because of role conflicts, and other conflicts which may obscure communication

   (c) Teachers' loss of confidence in those who organize, administer, and implement the differentiated staff design

   (d) Reluctance on the part of some staff to identify and affiliate with an organizational framework they believe was imposed on them

3. These problems are most likely to occur when:

   (a) Plans are put into operation too quickly

   (b) Insufficient funds are provided for adequate planning and development

   (c) Staff involvement and orientation is less than extensive

   (d) Contradictions in philosophy are perceived, as when authors claim that teachers will receive more money for greater instructional responsibility, and later say that more money will be paid according to an evaluation of their competence (looked upon by teachers as "a sneaky insertion of merit pay")

   (e) When the plans for community and student orientation are inadequate or poorly executed

4. Teachers' attitudes toward differentiated staffing are probably influenced more by the way it is put into operation than by the concept itself.

5. Teachers and other instructional personnel need to be prepared to serve on a differentiated staffing assignment. This preparation should begin at the preservice level.

6. Differentiated staffing could mean the assumption of <u>different</u> instructional roles; it does not have to mean "better" or "more important" roles.

7. Successful alternatives in differentiated staffing schema depend upon careful consideration of several factors, including:

   (a) Recruitment and selection procedures and criteria for personnel

   (b) Orientation and in-service followup procedures

   (c) Organizational structure clearly defining line and staff relationships

   (d) Understanding of major functions, duties and responsibilities, and other tasks related to staff roles and assignments

   (e) Salaries

   (f) Personnel policies

   (g) Evaluation procedures

8. The Federal government, the Ohio Department of Education, the teacher preparation institutions, the schools, the professional associations, and the research agencies need to strengthen and maintain their cooperative efforts of identifying, planning, funding, and operating programs which stimulate the improvement of instruction through better utilization of staff.

9. Mechanisms for revising and refining individual duties and responsibilities need to be built into the staffing arrangements.

10. The maintenance of a completely departmentalized, single-teacher classroom system is no longer appropriate for the kind of educational program secondary school students currently require.

11. Teachers need to learn a special set of affective and cognitive skills if the potential advantages of team teaching and differentiated staffing are to be realized. These skills include:

    (a) Human relations, especially in the areas of caring, loving, and helping

    (b) Subject-matter competence

    (c) Learning modes and strategies

    (d) How to say "no" and "I don't know"

    (e) Evaluating - deciding - value judging

    (f) Attitude development

    (g) Communicating

    (h) How to use media

SUMMARY OF THE USOE MODELS

Before attempting to offer new proposals in teacher education, the models submitted to the U.S. Office of Education under the Model Elementary Teacher Education Project of 1967 were reviewed. This review helped identify new concepts and approaches for strengthening teacher education.

Each METEP model was unique in some way, yet all had important commonalities. For example, they were all based on the assumptions that universities are necessary to prepare teachers, that formally prepared teachers are necessary in our system of American public education, and that the public education system will continue. These and other fundamental assumptions were necessary for uniform direction and goals.

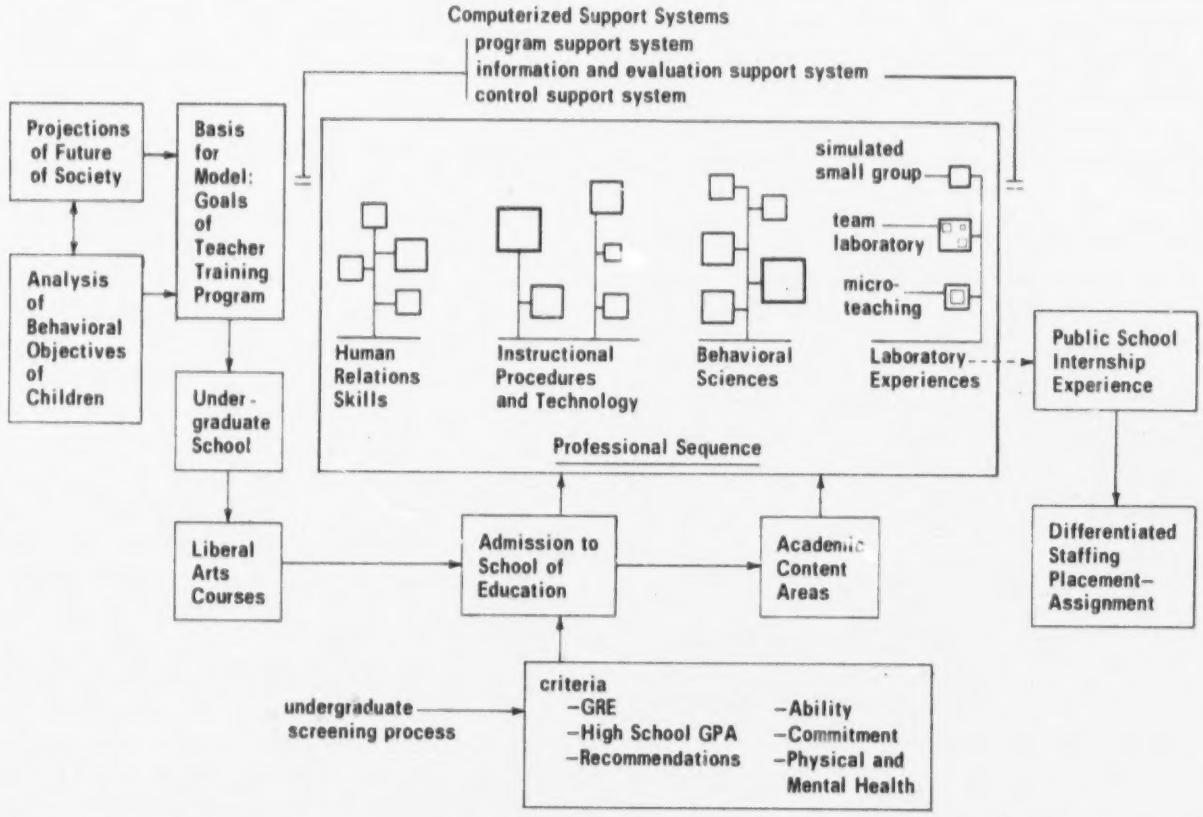
These models were synthesized into one generalized program of elementary-teacher education. This program is illustrated in Figure 1. The generalized program begins with a statement of goals for teacher education. These goals are derived from an analysis of the projected futures of society which have been translated or interpreted as a set of behavioral objectives for children.

The trainee begins his program, after admission to the institution, with a period of liberal arts or general study. Before this liberal arts phase is completed, the trainee undergoes a screening process for admission to the professional program in the school of education or other appropriate division of the institution. Admission to the program depends upon certain criteria. For example, the University of Georgia model requires an examination of high school records, completion of certain test batteries, and faculty recommendations. The Florida State model suggests criteria such as general college ability, good health, and commitment to education as a profession.

After admission to the program, the trainee participates in a professional sequence and in an academic subject-content sequence. The professional sequence may consist of "modules" instead of "courses," but the kinds of experiences may be similar. Different models stress different components of the professional education sequence. The Syracuse Model, for example, emphasizes an affective-human relations approach, and the Toledo Model calls for an instructional procedure and technology approach. Michigan State proposes an Interpersonal Process Recall (IPR) technique which is a behavioral science approach. Most of the proposals include numerous opportunities for student teaching, microteaching, and similar laboratory-oriented and clinical experiences. The University of Pittsburgh model stresses an individualized program with a clinical setting. Individualization, in most programs, is provided by allowing varying amounts of in-depth experiences in the different components of the professional sequence.

Study in academic content may include mathematics, social science, or any subject area of the trainee's choice relating to the elemen-

Figure 1 - Schematic Combined Representation of the USOE Models



tary school curriculum. Other choices exist for trainees at various points in the program, such as pupil age-level choice. Trainees may apply accumulated credits to a different area entirely.

When most of the preservice program is completed, the trainee may engage in an internship experience, as proposed by Syracuse University, or enter into a differentiated staffing assignment as provided in the University of Massachusetts model. At this juncture, preservice wanes and in-service begins.

Support systems are also provided. These systems are mechanisms necessary to implement the models. Program support systems are necessary for scheduling and organizing the programs. Information and evaluation systems provide content material and feedback, and the control support systems provide the necessary resources for implementing the programs.

The ideas provided by these models were added to data gathered by the TEAS, the review of literature, and to the thoughts expressed by consultants and Advisory Panel members. The results were formulated into outlines for strengthening teacher education in Ohio.

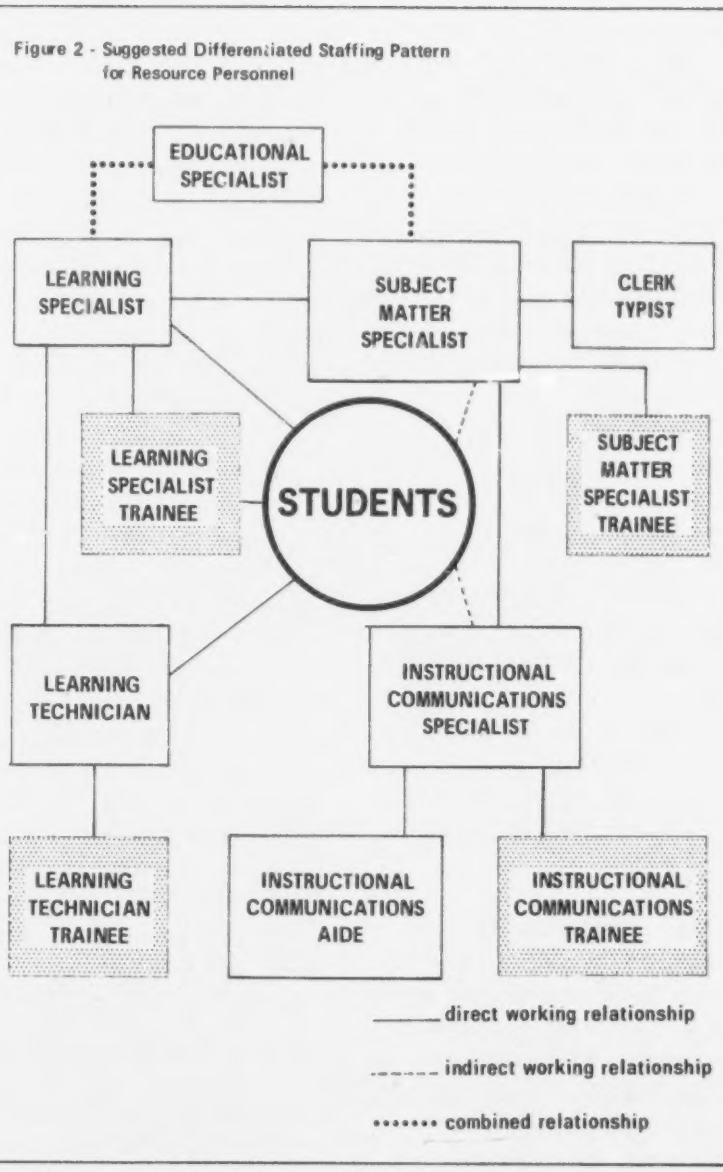
AN OUTLINE FOR DIFFERENTIATED STAFFING

The differentiated staffing model was based on the assumption that a new variety of specially trained professional and technical personnel is necessary for facilitating learning in our schools. The model proposes four principal types of instructional persons:

Learning Specialists, Subject Matter Specialists, Instructional Communication Specialists, and Learning Technicians. A fifth type of person is the Educational Specialist, a generalist who can work to supplement or complement the skills of either the Learning Specialist or Subject Matter Specialist. All these persons work interdependently with each other and with supportive staff personnel. These supportive staffs include administrators and supervisors, pupil personnel services, food and custodial services, and community resource persons. Figure 2 shows some of the relationships among the instructional personnel.

The Learning Specialist is an expert in the processes of learning. He knows how to fit a particular learning strategy to a particular kind of student. He has the skill and ability to "turn kids on" and uses subject matter content as a vehicle through which children come to learn about themselves and about the world around them. The Learning Specialist is also knowledgeable in some broad academic discipline such as natural science, social science, or humanities.

Figure 2 - Suggested Differentiated Staffing Pattern
for Resource Personnel



The Subject Matter Specialist is an expert in a broad academic area with a particular interest in a given subject, such as biology, American History, or music. He knows how to plan, conduct, and review curriculum research in his chosen field. He has the ability to design evaluative instruments and create instructional materials, such as individualized study packets, and shows other staff members how to use them. He understands how children learn and helps identify the concepts necessary for their intellectual growth. He gives lectures to large groups and works with children who have a special interest in his subject.

The Instructional Communications Specialist knows how to plan, produce, and evaluate educational programs suitable for a variety of media, such as television and videotape. He can organize, administer, and operate school libraries, including resource centers and professional laboratories. He knows how to program materials for use in computer-assisted instruction and is sophisticated in the use of educational technology, including photography, graphic arts, and storage and retrieval systems.

The Learning Technician is responsible for the technical and clerical tasks related to children's learning. He has basic skills, such as typing and filing, and knows how to conduct such routine tasks of school life as taking attendance and collecting money. The Learning Technician also helps administer tests, distribute student materials, and supervise groups of students.

AN OUTLINE FOR PRESERVICE EDUCATION

The preservice education model was based on the assumptions that (1) preservice education should prepare teachers for the positions outlined in the differentiated staffing model, (2) personal need-dispositions are significant factors for determining which differentiated staffing position one should prepare, and (3) teacher education is a continuous process that extends beyond certification and transcends experience.

The model is characterized by alternate period of study and practical experience in the community and in the schools. The kind of study and work experience will depend upon the personality of the student and the instructional position he expects to fill. Person-oriented students can follow a program designed to strengthen their affective skills while concurrently developing their cognitive skills. Trainees seeking specialized training in the affective aspects of learning can pursue a Bachelor's degree program leading to provisional certification as a Learning Specialist. Permanent certification will require additional experience and a Master's degree, with emphasis on the behavioral sciences.

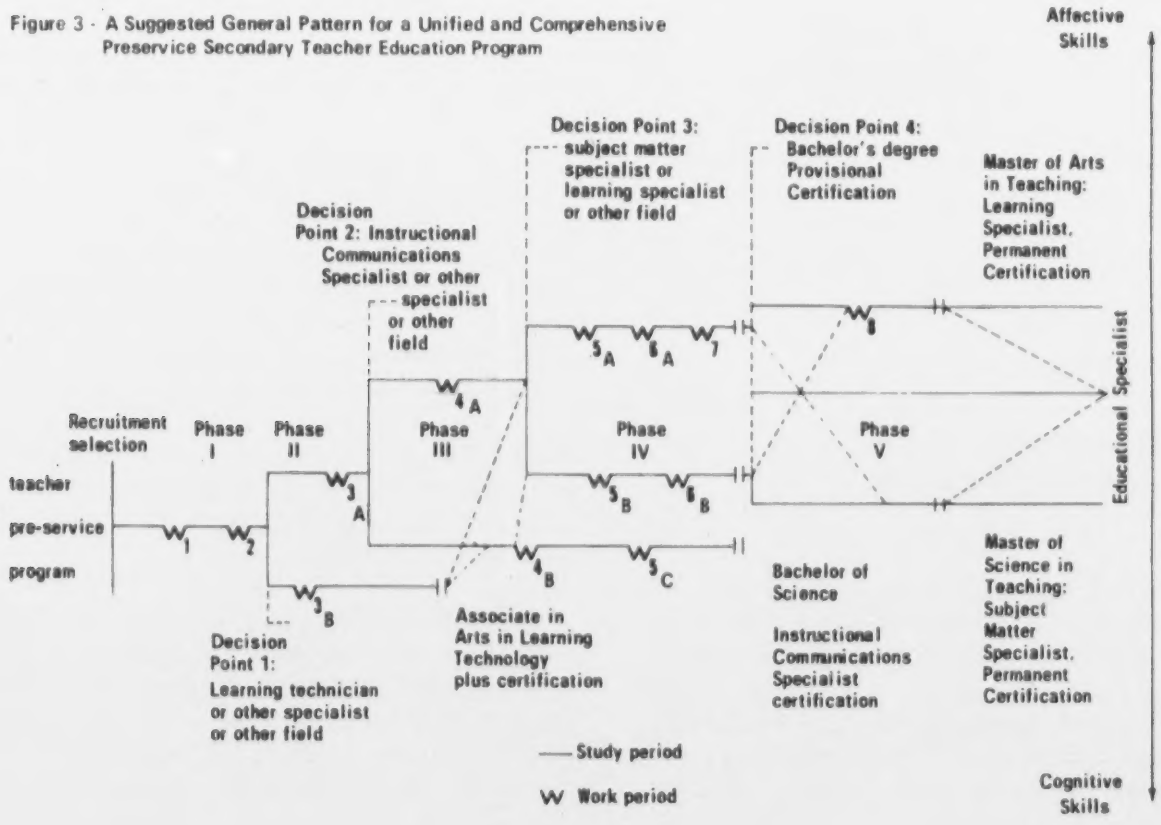
Students seeking specialized training in an academic subject area can pursue a pattern of study and work geared toward strengthening their cognitive skills while concurrently developing their affective skills. Students seeking this specialized training can pursue a

Bachelor's degree program leading to provisional certification as a Subject Matter Specialist. Permanent certification will require additional experience and a Master's degree, with emphasis on an academic subject field.

Students with the desire and ability to combine their talents in the cognitive and affective aspects of teaching and learning may follow a transactional Master's degree program leading to permanent certification as an Educational Specialist. This program carries a dual emphasis on behavioral science and academic subject matter. It could also be prerequisite training for future school administrators.

A Bachelor's degree program for preparing Instructional Communication Specialists and a two-year Associate in Arts program for preparing Learning Technicians are also proposed. Figure 3 schematically illustrates the general pattern.

Figure 3 - A Suggested General Pattern for a Unified and Comprehensive Preservice Secondary Teacher Education Program


Affective Skills
Decision Point 3: subject matter specialist or learning specialist or other field
Decision Point 4: Bachelor's degree Provisional Certification
Master of Arts in Teaching: Learning Specialist, Permanent Certification
Decision Point 2: Instructional Communications Specialist or other specialist or other field
Recruitment selection
teacher pre-service program
Phase I
Phase II
Phase III
Phase IV
Phase V
Educational Specialist
Decision Point 1: Learning technician or other specialist or other field
Associate in Arts in Learning Technology plus certification
Bachelor of Science
Instructional Communications Specialist certification
Master of Science in Teaching: Subject Matter Specialist, Permanent Certification
Study period
Work period
Cognitive Skills

All trainees participate in a series of work experiences designed to become progressively specialized for their future roles. The initial experiences are intended to help trainees learn whether or not they like working with children and in what context. Later experiences help identify those ways in which the trainee can work for maximum benefit to children. At least one experience is designed to give Learning Specialists and Subject Matter Specialists a chance to do independent study and travel.

Each study period is designed to prepare the trainee for his forthcoming work experience while helping him strengthen weaknesses identified during his last experience. All trainees are given opportunities to enter or leave the preservice program at four different points without undue loss of college credit.

AN OUTLINE FOR CONTINUING EDUCATION

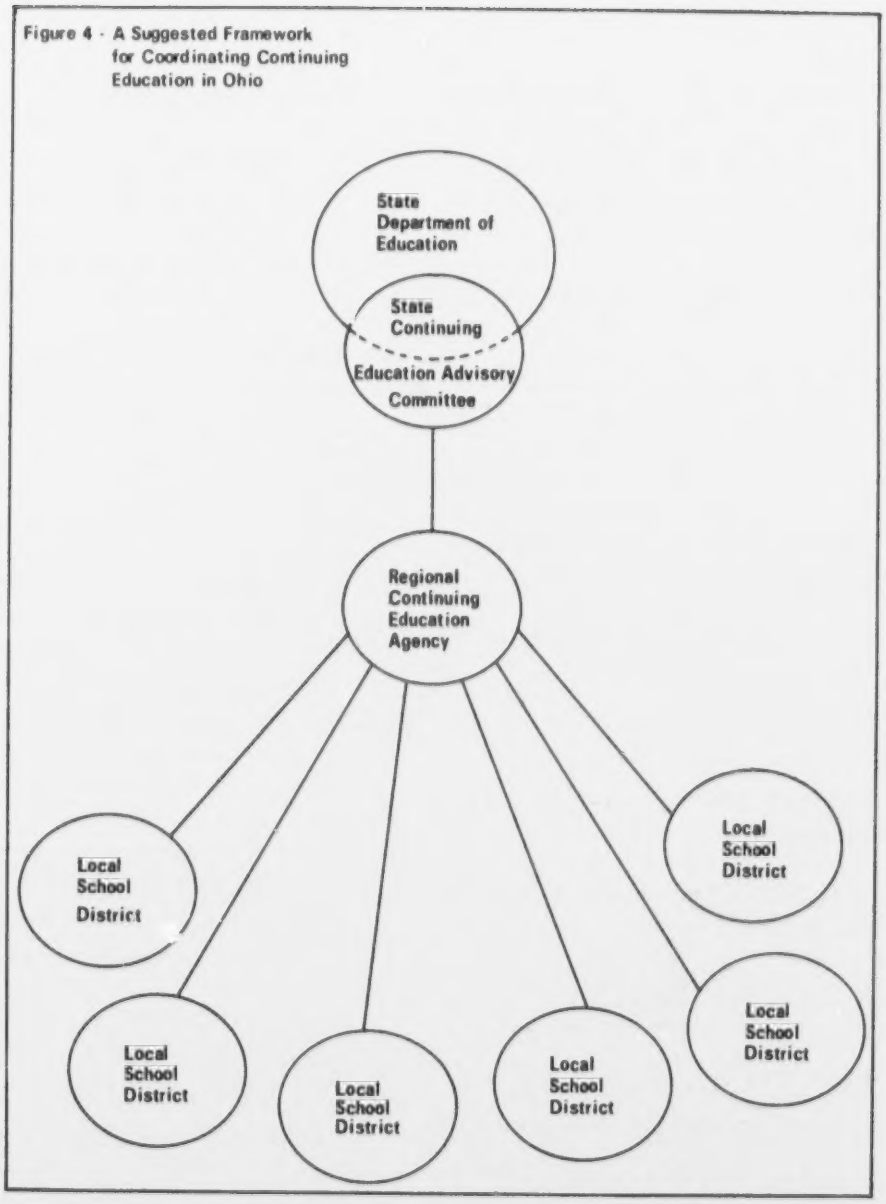
The model for continuing education consists of an organizational framework for improving (1) the coordination of continuing education programs within the state, (2) identification of instructional problems facing secondary education in the state, (3) statewide perspective on the nature and scope of the problems, and (4) efforts to resolve these problems through the cooperative development of programs.

This model proposes the establishment of twelve Regional Continuing Education Agencies (RCEA). These RCEA's will be responsible for helping the school districts in their respective regions (1) to identify instructional areas requiring strengthening, (2) to develop continuing education programs designed to accomplish this strengthening, (3) to provide assistance in planning and implementing the programs, and (4) to serve as a regional clearinghouse and resource center for continuing education. An illustration of the relationship between an RCEA and its local participating school districts is shown in Figure 4.

The RCEA's will submit continuing education program proposals developed by the school districts to a State Continuing Education Advisory Committee (SCEAC). This fifteen-member committee of educators, laymen, and professionals from the State Department of Education will review these proposals and present recommendations to the State Department of Education. These recommendations will concern program priorities, budgetary requirements, time schedules, and other administrative considerations.

The model calls for some means of financial assistance from the state and proposes a matching fund program. It suggests that the state underwrite 50 percent of the cost of any continuing education program submitted by the RCEA and recommended by the SCEAC.

Figure 4 - A Suggested Framework
for Coordinating Continuing
Education in Ohio



RENEWAL OR DECAY?

This summary cannot describe all features of the proposed models. Additional details are described in the full report, which is available through the ERIC system or from the Educational Research Council of America.

The major recommendations are summarized as follows:

1. Planning studies should be conducted by interested institutions to determine the feasibility of implementing the models.

2. The Ohio Department of Education should help provide the funds to conduct these feasibility studies.

3. The validity of the hypotheses underlying the development of the models should be tested.

4. The institutions in the sample should be given preference for conducting the feasibility research.

5. Priorities in teacher education should be considered in terms of:

   (a) The reexamination of the goals of secondary education

   (b) The distribution of educational needs throughout the state

   (c) The potential for the proposed changes to satisfy those needs

   (d) The availability of the necessary funds and resources

   (e) The inclinations and the capabilities of the institutions

   (f) The availability and willingness of the leadership necessary for planning and coordinating the change effort

Advances in learning, as in all forms of progress, require change. Some of these advances, like new curricula, team teaching, and educational television, are brought about by people who are vitally concerned with the future of our children. These same people have equal concern for the education of the teachers who are and will be providing the learning experiences for those children. The Teacher Education Assessment Project has offered some suggestions for preparing, maintaining, and allocating instructional staffs for maximum benefit to the learner. The larger task of transforming these suggestions into action remains. To avoid that task can lead to the decay of an expanding system of learning. To accomplish the task, the efforts of many persons, including State Department of Education personnel, school and college personnel, and the concerned public will be needed. Leadership and funds will be needed also, as will be the further development of the proposed models.

The Educational Research Council of America is an independent, not-for-profit, research and development center for elementary and secondary education. Its mission is to improve education continuously, especially elementary and secondary education, so that every individual can realize his own inherent worth and be able to contribute humanistically, socially, and functionally to the betterment of mankind.

The objective of the Educational Research Council is to be the most effective organization extant for researching, developing, implementing, and evaluating changes in educational content and processes that will lead to improvement in education.

To reach this objective, the Educational Research Council fosters cooperative effort on the part of four cooperating groups: (1) a full-time professional and technical staff, including research and development specialists in subject matter and learning processes; (2) a resource staff of outstanding scholars who serve as consultants; (3) a Board of Trustees consisting of civic and business leaders; and (4) a group of participating school districts consisting of students, parents, teachers, administrators, and school board members.

This cooperative effort focuses on: providing continuing leadership in the formulation of a philosophy of education for our time and beyond; evaluating existing learning experiences; developing, implementing, and evaluating new learning experiences; and organizing these learning experiences into a curriculum structure that makes possible a balanced curriculum for all children.